

# THE INFLUENCES OF TEACHING METHODOLOGIES TO THE STUDENTS' GRADE POINT AVERAGE (GPA) OF ENGLISH DEPARTMENT OF UNIVERSITIES IN BATAM

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## ABSTRACT

*This thesis is aimed to find out the influences of teaching methodologies; learner roles and lecturer roles to the students' Grade Point Average (GPA) in universities in Batam. It is important to analyze the teaching learning processes especially the teaching methods used by the lecturers. It is presumed that the effects of shift work system are becoming worse when the teaching methodologies used by the lecturer are not supported the students psychologically and physically. Thus, it is important to be understood by the lecturers that they are not teaching or lecturing the ordinary students which are workers and students at the same time. The subject of the study is the lecturers of English Department in Universities in Batam.*

*Key words: Teaching Methodologies, Learner roles, Lecturer roles, Students' GPA.*

## I. INTRODUCTION

The shift systems of working have some bad influences on the students psychologically and physically. Pulat in Kodrat (2011) states that the effects of shift work systems, especially a night shift which has tendency to the derangement of the body's rhyme by affecting on physiologic systems and psychology such as lack of concentration, lost appetite, low blood pressure, heart diseases, stress and etc. In addition, Suma'mur in Kodrat (2011) adds that shift work systems affect on the human *circadian rhyme* where human normally need to sleep well at night to support some physiologic processes on the body. When the processes are not run well, there are some psychology reactions that would be happened to body cumulatively. It can be said that the employees who have shift works schedules and go to college at the same day will find some problems in acquiring the materials of lecturing.

### Statement of the Problem

As workers, it is proved by the preliminary research that there are some

problems of shift work system to the students while lecturing in the universities in Batam. The exhausted physical performance of the students after working is being the curious problem for 51% students. Then, for 35% of the students added that unbalanced materials and assignments, the difficulties of materials and assignments, and monotonous lecturing methods are being the others problems they found in the college shift systems.

Those problems seem to be normal when shift work system contribute some effects on the workers physically and psychologically. However, in classroom, the effects of shift work system can be analyzed through their processes. It is important to analyze the teaching learning processes especially the teaching methods used by the lecturers. It is presumed that the effects of shift work system are becoming worse when the teaching methodologies used by the lecturer are not supported the students psychologically and physically. Thus, it is important to be understood by the lecturers that they are not teaching or lecturing the ordinary students which are workers and students at the same time.

Based on the preliminary research, there are some characteristics of lecturer which is likeable by the students. 52% of the students chose lecturer who has attracted teaching method, attracted delivering materials, good performances, and more tolerances for some cases of students. It is assumed that by having those kinds of characteristics, the students who are taking college shift systems will be better in acquiring the materials of lecturing. In the other words, as the workers they need some enjoyable situation where they can achieve the materials of lecturing even if they are not really good physically. In addition, the students for 92% prefer to choose combination lecturing between lecturer and students. It means that the lecturer is expected to design the planning of teaching learning processes which allows the participation of lecturer and the students in classroom.

Based on the experiences of the researcher as the lecturer in one university in Batam, it is known that the processes of evaluation and scoring are different with some known universities. In here, the processes of evaluation of the students are conducted through computerized systems management where the students are situated in class with computerized questions. Then, the scoring of the students evaluation are executed by the combination of lecturers' scoring from the first until the final processes of teaching learning through the computerized systems. It means that the lecturers have no idea about the final scores or the students' grade point average (GPA).

Actually, the computerized systems management has some positive effects on the evaluation processes. Based on the researcher experiences as the lecturer, this system simplify the evaluation and scoring processes where the lecturer can minimize their performance in evaluating and scoring the students. However, sometimes, this simplification of the lecturers' important part in one of the processes of teaching learning; evaluation, influences the other parts of the processes. As the result, it seems that all of the processes of teaching learning during the class are useless while the final executing would not be done by the lecturer him/herself.

Based on observation and experiences of the researcher, GPA can be divided into 6 parts: Structural Assignment, Personal Assignment, Mid Term Scores, Final Term Scores, Additional Scores for Mid terms and Additional Scores for Final terms. In this research, the researcher focused on the scores of personal assignment only where the data can be collected through the lecturers of English Department.

### **Limitation and Formulation of the Problem**

Actually, there are many problems that can be observed in the research due to the teaching methodologies. However, the research about "The Influences of Teaching Methodologies to the Students' GPA of English Department of Universities in Batam" is decided by the researcher as the limitation of the problem in the research. Based on the limitation of the problems above, the problem is formulated as follows: How do teaching methodologies influence the students' GPA of English Department of Universities in Batam?

In order to make the formulation of the problem more specific, the question above is developed into the following questions:

1. How do the learner roles influence the students' GPA of English Department of Universities in Batam?
2. To what extent do the learner roles influence the students' GPA of English Department of Universities in Batam?
3. How do the lecturer roles influence the students' GPA of English Department of Universities in Batam?
4. To what extent do the lecturer roles influence the students' GPA of English Department of Universities in Batam?

### **Objective of the Research**

The objectives of the research are:

1. Finding out the influences of learner roles to the students' GPA of English Department of universities in Batam.
2. Finding out the extent of learner roles in influencing the students' GPA of English Department of Universities in Batam.
3. Finding out the influences of lecturer roles to the students' GPA of English Department of universities in Batam.
4. Finding out the extent of lecturer roles in influencing the students' GPA of English Department of Universities in Batam.

## **II. LITERATURE OF THE RESEARCH AND HYPOTHESIS Teaching Methodologies**

Being a teacher means that the teacher should make an effort in creating an effective teaching learning processes by improving the teachers' roles teaching learning processes. Sanjaya (2006) says that there are some roles of teachers that should be improved by the teachers; teachers as learning resources, facilitators, learning manager, and demonstrator, learning leader, motivator and evaluator. So, managing the teaching learning processes is one of the important teachers' roles that should be concerned by the teachers. According to Sanjaya (2006), there are two activities of teachers in managing the teaching learning processes; managing the resources of learning and implementing the roles as the

The function of planning the teaching learning processes is the important part for teacher as learning manager. The activities of teachers as the planner in teaching learning processes are included the prediction of students'

need, deciding the educational goals, making syllabuses, deciding materials of teaching, allocation of times, deciding the resources of learning. This function effort the teachers to think creative and imaginative in order to lead the students achieve the goals of teaching learning processes.

The function of organizing the teaching learning processes related to organize an effective learning environment and some responsibilities in achieving the programmed goals. Organizing an effective environment of learning by the teachers related to the students' environment individually. So, the teachers should realize the students' environments and their problem so the teachers can create the environment of learning that suitable for the students.

The function of leading the teaching learning processes related to guide the students, motivate and monitor the students in achieving the educational goals. This function aims in motivating the students in accepting and exercising the responsibilities to study independently.

Adapting from those, it can be concluded that a teacher is the central motor that influence the educational systems. Teachers play the complicated roles in teaching learning processes that force the teachers to improve their competences in managing the teaching learning processes. Furthermore, in creating an effective situation of teaching learning, the teachers should use their roles in order to stimulate and motivate the students to be involved in learning processes. So, in teaching learning processes, the students monopolize the activities effectively that is guided by the teachers.

Teaching methodologies can not be separated from the implementation in teaching learning processes. American applied linguist, Anthony in Richards and Rodgers (2002) identifies three levels of conceptualization and organization of teaching methodologies into; approach, method, and technique. In this research, the instruments of questionnaires will be developed based on these three points that explain as the following:

### **Approach**

Anthony in Richards and Rodgers (2002) states that approach is a set of correlative assumptions dealing with the nature of language

teaching and learning. Anthony in Richards and Rodgers (2002) divides approach into two parts; theory of language and theory of learning. It can be said that what believes by the lecturer/ teacher about the language and the implementation in learning process will show how the lecturer's ways in handling the teaching learning processes. Here, the theory of language can be divided into three parts: structural, functional, and interactional views, while the theory of learning are divided into; cognitive processes, psycholinguistic processes, and the needed conditions of the learners.

### **Method (Design)**

The approach of language and learning will be implemented in instructional system that is called the design of teaching learning. Anthony in Richards and Rodgers (2002) states that design is analyzing the teaching learning by considering some points such as; the objective, the content choice and organization (syllabus), types of learning and teaching activities, learner roles, teacher roles, and the role of instructional materials. Here, the explanations of two focused points in the research as the following.

#### **a) Learner roles**

The different assumptions about the objective, materials and syllabus and also the types of learning and teaching activities lead to some differences in the learner roles. In this point, the method of teaching deals with the roles of students in participating in the classroom, controlling the content of the materials, kind of grouping of students while learning (class interactions), the percentage of students' influencing each others which all of them will determine the role of students in general; as performer, processor, listener, initiator or problem solver.

#### **b) Teacher roles**

The different assumptions about the objective, materials and syllabus and also the types of learning and teaching activities lead to some differences in the teacher roles. In this point, the method of teaching are dealing with the roles of teachers in the types of the function of the teachers, controlling the learning processes, responsibility in determining the materials to be taught, and the interaction pattern of teachers and students.

## Techniques

The different assumptions about the objective, materials and syllabus and also the types of learning and teaching activities lead to some differences in the procedures of the methods. It is related to how all setting of activities and tasks are integrated into lesson and used as the basis for teaching learning. In this point, the techniques will deal with resources in terms of time, space and equipment used by teachers, Interactional patterns in lessons, strategies used by teachers and learners.

## Students' Grade Point Average (GPA)

Some universities in Batam have some specific characteristics such as the shift college systems and also the processes of evaluation. Based on the experiences of the researcher as the lecturer in one university in Batam, it is known that the processes of evaluation and scoring are different with some known universities. In here, the processes of evaluation of the students are conducted through computerized systems management where the students are situated in class with computerized questions. Then, the scoring of the students evaluation are executed by the combination of lecturers' scoring from the first until the final processes of teaching learning through the computerized systems. It means that the lecturers have no idea about the final scores or the students' grade point average (GPA).

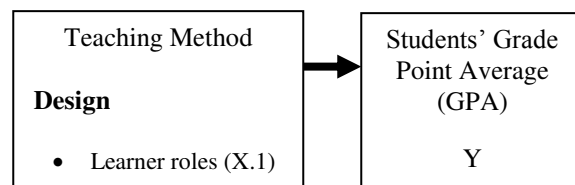
Actually, the computerized systems management has some positive effects on the evaluation processes. Based on the researcher experiences as the lecturer, this system simplify the evaluation and scoring processes where the lecturer can minimize their performance in evaluating and scoring the students. However, sometimes, this simplification of the lecturers' important part in one of the processes of teaching learning; evaluation influences the other parts of the processes. As the result, it seems that all of the processes of teaching learning during the class are useless while the final executing would not be done by the lecturer him/her self.

Based on observation and experiences of the researcher, GPA can be divided into 6 parts: Structural Assignment, Personal Assignment, Mid Term Scores, Final Term Scores, Additional Scores for Mid terms and Additional Scores for Final terms. In this research, the researcher

focused on the scores of all categories of the scoring where the data can be collected through the lecturers of English Department.

## Conceptual Framework

In this research, the researcher tries to draw a conceptual framework of the study that includes the important variables related to the Influences of Teaching Methodologies and Shift Works Systems to the Students' Evaluation of English Department of Universities in Batam. It can be conceptualized as follow:



## Research Design

This is a mixed descriptive research that is aimed to describe influences of teaching methodologies to the students' Grade Point Average (GPA) in universities in Batam. Gay (1987) states that a descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. In addition, Nur (2002) says that descriptive research is a research that describes what and how one situation or phenomenon is occurred.

In this research, qualitative and quantitative approaches were used by the researcher to analyze the influences of teaching methodologies to the students' Grade Point Average (GPA) in universities in Batam. Brannen (1992) says that the *mixing method* (quantitative & qualitative approach) can be used in order to maintain the internal validity of the collected data. Based on these approaches, the researcher observe the teaching learning processes of universities in Batam, by collecting the data through questionnaires (using some indicators) to lecturers that are evaluated through SPSS 19, quantitative tables or graphics. Thus, the weakness of one approach of this research can be covered by another approach. Spradley (1980) says that qualitative approach means that the observer is a participant of observation that force the observer to do the observation individually and the prime technique of collecting data is by observing and interviewing the informants. And

| Variable              | Items |
|-----------------------|-------|
| Learner Roles ( X1 )  | 7     |
| Lecturer Roles ( X2 ) | 7     |
| GPA (Y)               | 6     |

the use of quantitative approach is

to describe the accurate data in statistic data form.

## Population and Informants of the Research

All of the lecturers and students of some universities in Batam are considered as the population of the research. Riduwan, (2004) states that population is the subjects or objects of a research that are located in an area and fulfilled some requirements of the problems of the research. In this research, the researcher use the limited population where the population of the research can be calculated obviously (Riduwan, 2004).

Moreover, there are 11 lecturers of English Department of universities in Batam that are considered as the informants of the research. The researcher chooses the informants that could represent the whole population. According to Gay (1987) for a descriptive research, it needs at least 10% informants from the population available. Nur (2002) states that purposive sampling strategy is a strategy which lead the researcher to choose the informants based on some categories, for instance seniority, educational background or position. This sampling is chosen under the consideration that the lecturers of English Department are qualified in this research.

## Instrumentation

In this research, the researcher use questionnaires for the lecturers as the instruments. Gay (1987) states that descriptive research involves collecting data through a questionnaire survey, interview and observation in order to test the hypothesis or to answer the questions of the subject of the study. In this research, the researcher analyzes the teaching methodologies the students' GPA of English Department of universities in Batam.

For the questionnaire, the researcher adapted the guidance from Anthony in Richards and Rodgers (2009) for the teaching

methodologies. So, this is a brief description about the operational variable in this research:

SPSS (statistical product and service solutions) is one of tool that is used by the writer to processing the data. SPSS just recognize three types of data: scale, ordinal, and nominal. In SPSS, interval and ratio data are classified as scale data. Determination of the type of data in SPSS conducted on a variable view worksheet. SPSS has two worksheets: data view and variable view. Variable view has ten columns: name, type, width, decimals, label, values, missing, column, align, and measure. In the data view, the name of the header columns has been formed in accordance with the stipulation in the variable view. Basically SPSS is used to processing statistic data for the social sciences, but nowadays many people use SPSS such as in company, office, or students who take observation. SPSS can read various types of data. The researcher used SPSS statistic ver. 19.0.

## Techniques of Data Collection

In this research, the researcher used some techniques in gathering the data; documents, observation and interview (qualitative data: Riduwan, 2004)). The first method in this research was gathered through survey of the students of English Department of Universities in Batam. The survey was used to get the information about shift work systems and the lecturing in the universities. The second method used in the research is questionnaire. The questionnaire was related the teaching methodologies. And the last, the researcher collected some information about the students GPA by getting the information from the lecturers.

## Techniques of Data Analysis

In the research, the researcher manages the data of questionnaire systematically that have collected and then would be presented reasonably. In analyzing the collected data, the researcher uses the quantitative and qualitative approaches in order to maintain the internal

validity of the data. Therefore, based on these approaches, the researcher analyzes the teaching methodologies and shift work systems to the students' GPA by collecting the data through questionnaires and interviewing the teachers that are evaluated through quantitative tables or graphics. Furthermore, the data of observation were analyzed by using Likert Scale which was based on the frequency of each description in indicators. LikertScale is used to measure behaviors, opinions or someone's perception about social phenomenon. Likert Scale in the research is marked with *never*, *almost never*, *sometimes*, *almost every time*, and *everytime*. It was decided by the researcher in order to know the frequency of teaching methodologies; learner roles (X 1) and lecturer roles (X 2). Moreover, in analyzing the data of observation, the mark "*never*" calculated as 1, the mark "*almost never*" calculated as 2, the mark "*sometimes*" calculated as 3, the mark "*almost every time*" calculated as 4 and the mark "*every time*" calculated as 5. And for the variable Y, the data of Likert scale were marked with poor (0-40), fair (41- 59), good (60- 69), very good (70- 79), and excellent (80- 99). The data will be counted by SPSS 19.

## RESEARCH FINDING AND CONCLUSION

### The Data of Teaching Methodologies: Learner Roles

From the table correlation below state that the number of the *pearson* correlation of simple past for item 1 is 0.618 (zero point six hundred and eighteen), item 2 is 0.728 (zero point seven hundred and twenty eight), item 3 is 0.549 (zero point five hundred and forty nine), item 4 is 0.833 (zero point eight hundred and thirty three), item 5 is 0.589 (zero pint five hundred and eighty nine), item 6 is 0.750 (zero point seven hundred and fifty) and item 7 is 0.634 (zero point six hundred and thirty four). So the Pearson correlation of learner roles is 1 (one). While the standard correlation is 0.5 (zero point five). It means the number of the *pearson* correlation for each item is valid.

Table 1. Correlations of Learner Roles

|                          | X1.1 | X1.2 | X1.3  | X1.4 | X1.5 | X1.6 | X1.7 | Total X1 |
|--------------------------|------|------|-------|------|------|------|------|----------|
| X1.1 Pearson Correlation | 1    | .276 | -.014 | .400 | .572 | .500 | .499 | .618*    |
| Sig. (2-tailed)          |      | .411 | .968  | .223 | .066 | .117 | .118 | .043     |

|                              | N | 11    | 11    | 11    | 11     | 11    | 11     | 11     |
|------------------------------|---|-------|-------|-------|--------|-------|--------|--------|
| X1.2 Pearson Correlation     |   | .276  | 1     | .410  | .692*  | .650  | .377   | .728*  |
| Sig. (2-tailed)              |   | .411  |       | .210  | .018   | .030  | .253   | .011   |
| N                            |   | 11    | 11    | 11    | 11     | 11    | 11     | 11     |
| X1.3 Pearson Correlation     |   | -.014 | .410  | 1     | .722*  | -.065 | .206   | .549   |
| Sig. (2-tailed)              |   | .968  | .210  |       | .012   | .850  | .543   | .765   |
| N                            |   | 11    | 11    | 11    | 11     | 11    | 11     | 11     |
| X1.4 Pearson Correlation     |   | .400  | .692* | .722* | 1      | .532  | .313   | .833** |
| Sig. (2-tailed)              |   | .223  | .018  | .012  |        | .092  | .349   | .001   |
| N                            |   | 11    | 11    | 11    | 11     | 11    | 11     | 11     |
| X1.5 Pearson Correlation     |   | .572  | .650  | -.065 | .532   | 1     | .196   | .523   |
| Sig. (2-tailed)              |   | .066  | .030  | .850  | .092   |       | .563   | .098   |
| N                            |   | 11    | 11    | 11    | 11     | 11    | 11     | 11     |
| X1.6 Pearson Correlation     |   | .500  | .377  | .206  | .313   | .196  | 1      | .651*  |
| Sig. (2-tailed)              |   | .117  | .253  | .543  | .349   | .563  |        | .030   |
| N                            |   | 11    | 11    | 11    | 11     | 11    | 11     | 11     |
| X1.7 Pearson Correlation     |   | .499  | .216  | -.102 | .353   | .523  | .651*  | 1      |
| Sig. (2-tailed)              |   | .118  | .524  | .765  | .287   | .098  | .030   |        |
| N                            |   | 11    | 11    | 11    | 11     | 11    | 11     | 11     |
| Total X1 Pearson Correlation |   | .618* | .728* | .549  | .833** | .589  | .750** | .634*  |
| Sig. (2-tailed)              |   | .043  | .011  | .080  | .001   | .057  | .008   | .036   |
| N                            |   | 11    | 11    | 11    | 11     | 11    | 11     | 11     |

\*, Correlation is significant at the 0.05 level (2-tailed).

\*\*, Correlation is significant at the 0.01 level (2-tailed).

### The data of Teaching Methodologies: Lecturer Roles

From the table correlation below state that the number of the *pearson* correlation of simple past for item 1 is 0.688 (zero point six hundred and eighty eight), item 2 is 0.731 (zero point seven hundred and thirty one), item 3 is 0.449 (zero point four hundred and forty nine), item 4 is 0.594 (zero point five hundred and ninety four), item 5 is 0.592 (zero point five hundred and ninety nine), item 6 is 0.550 (zero point seven hundred and fifty five) and item 7 is 0.648 (zero point six hundred and forty eight). So the Pearson correlation of learner roles is 1 (one). While the standard correlation is 0.5 (zero point five). It means the number of the *pearson*

**Table 2. Correlations of Lecturer Roles**

|                              | X2.1   | X2.2  | X2.3  | X2.4  | X2.5   | X2.6  | X2.7   | Total_X2 |
|------------------------------|--------|-------|-------|-------|--------|-------|--------|----------|
| X2.1 Pearson Correlation     | 1      | .287  | -.177 | .000  | .798** | .577  | .816** | .688*    |
| Sig. (2-tailed)              |        | .392  | .603  | 1.000 | .003   | .063  | .002   | .019     |
| N                            | 11     | 11    | 11    | 11    | 11     | 11    | 11     | 11       |
| X2.2 Pearson Correlation     | .287   | 1     | .542  | .527  | .222   | .221  | .078   | .731*    |
| Sig. (2-tailed)              | .392   |       | .085  | .096  | .511   | .514  | .819   | .011     |
| N                            | 11     | 11    | 11    | 11    | 11     | 11    | 11     | 11       |
| X2.3 Pearson Correlation     | -.177  | .542  | 1     | .586  | -.226  | -.204 | -.144  | .449     |
| Sig. (2-tailed)              | .603   | .085  |       | .058  | .505   | .547  | .672   | .166     |
| N                            | 11     | 11    | 11    | 11    | 11     | 11    | 11     | 11       |
| X2.4 Pearson Correlation     | .000   | .527  | .586  | 1     | -.024  | .000  | .085   | .594     |
| Sig. (2-tailed)              | 1.000  | .096  | .058  |       | .944   | 1.000 | .805   | .054     |
| N                            | 11     | 11    | 11    | 11    | 11     | 11    | 11     | 11       |
| X2.5 Pearson Correlation     | .798** | .222  | -.226 | -.024 | 1      | .553  | .651*  | .592     |
| Sig. (2-tailed)              | .003   | .511  | .505  | .944  |        | .078  | .030   | .055     |
| N                            | 11     | 11    | 11    | 11    | 11     | 11    | 11     | 11       |
| X2.6 Pearson Correlation     | .577   | .221  | -.204 | .000  | .553   | 1     | .589   | .550     |
| Sig. (2-tailed)              | .063   | .514  | .547  | 1.000 | .078   |       | .056   | .080     |
| N                            | 11     | 11    | 11    | 11    | 11     | 11    | 11     | 11       |
| X2.7 Pearson Correlation     | .816** | .078  | -.144 | .085  | .651*  | .589  | 1      | .648*    |
| Sig. (2-tailed)              | .002   | .819  | .672  | .805  | .030   | .056  |        | .031     |
| N                            | 11     | 11    | 11    | 11    | 11     | 11    | 11     | 11       |
| Total_X2 Pearson Correlation | .688*  | .731* | .449  | .594  | .592   | .550  | .648*  | 1        |
| Sig. (2-tailed)              | .019   | .011  | .166  | .054  | .055   | .080  | .031   |          |
| N                            | 11     | 11    | 11    | 11    | 11     | 11    | 11     | 11       |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

correlation for some items is not valid such as for item 3.

### The Data of Students' GPA

From the table correlation below state that the number of the *pearson* correlation of simple past

for item 1 is 0.241 (zero point two hundred and forty one), item 2 is 0.662 (zero point six hundred and sixty two), item 3 is 0.437 (zero point four hundred and thirty seven), item 4 is 0.782 (zero point seven hundred and eighty two), item 5 is 0.671 (zero pint six hundred and seventy one), item 6 is 0.289 (zero point two hundred and eighty nine). So the Pearson correlation of learner roles is 1 (one). While the standard correlation is 0.5 (zero point five). It means the number of the *pearson* correlation for some items is not valid such as for item 1, 3 and item 6.

### Reliability of The Instrument

Reliability is a test of how consistently a measuring instrument measures whatever

|                             | Y1    | Y2    | Y3    | Y4     | Y5    | Y6    | Total_Y |
|-----------------------------|-------|-------|-------|--------|-------|-------|---------|
| Y1 Pearson Correlation      | 1     | .194  | -.303 | -.203  | .161  | .100  | .241    |
| Sig. (2-tailed)             |       | .568  | .365  | .550   | .635  | .770  | .476    |
| N                           | 11    | 11    | 11    | 11     | 11    | 11    | 11      |
| Y2 Pearson Correlation      | .194  | 1     | .293  | .392   | .375  | -.194 | .662*   |
| Sig. (2-tailed)             | .568  |       | .382  | .233   | .256  | .568  | .027    |
| N                           | 11    | 11    | 11    | 11     | 11    | 11    | 11      |
| Y3 Pearson Correlation      | -.303 | .293  | 1     | .460   | .000  | -.303 | .437    |
| Sig. (2-tailed)             | .365  | .382  |       | .155   | 1.000 | .365  | .179    |
| N                           | 11    | 11    | 11    | 11     | 11    | 11    | 11      |
| Y4 Pearson Correlation      | -.203 | .392  | .460  | 1      | .417  | .203  | .782**  |
| Sig. (2-tailed)             | .550  | .233  | .155  |        | .202  | .550  | .004    |
| N                           | 11    | 11    | 11    | 11     | 11    | 11    | 11      |
| Y5 Pearson Correlation      | .161  | .375  | .000  | .417   | 1     | .194  | .671*   |
| Sig. (2-tailed)             | .635  | .256  | 1.000 | .202   |       | .568  | .024    |
| N                           | 11    | 11    | 11    | 11     | 11    | 11    | 11      |
| Y6 Pearson Correlation      | .100  | -.194 | -.303 | .203   | .194  | 1     | .289    |
| Sig. (2-tailed)             | .770  | .568  | .365  | .550   | .568  |       | .389    |
| N                           | 11    | 11    | 11    | 11     | 11    | 11    | 11      |
| Total_Y Pearson Correlation | .241  | .662* | .437  | .782** | .671* | .289  | 1       |
| Sig. (2-tailed)             | .476  | .027  | .179  | .004   | .024  | .389  |         |
| N                           | 11    | 11    | 11    | 11     | 11    | 11    | 11      |

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

concept it is measuring. Based on the explanation about cronbach alpha in chapter 3 that *Cronbach alpha* is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. This below is cronbach alpha of learner roles, lecturer roles, and students' GPA.

#### Reliability Statistics of Learner Roles

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .789             | 4          |

The value of *Cronbach Alpha* simple past is 0.789, it means that the instrument is reliable.

#### Reliability Statistics of Lecturer Roles

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .812             | 4          |

The value of *Cronbach Alpha* simple past is 0.812, it means that the instrument is reliable.

#### Reliability Statistics of Students' GPA

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .804             | 4          |

### Coefficients<sup>a</sup>

| Model          | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|----------------|-----------------------------|------------|---------------------------|--------|------|
|                | B                           | Std. Error | Beta                      |        |      |
| 1(Constant)    | 13.315                      | 2.151      |                           | 6.191  | .000 |
| Learner_Roles  | .014                        | .198       | .025                      | .072   | .944 |
| Lecturer_Roles | -.289                       | .208       | -.484                     | -1.386 | .203 |

a. Dependent Variable: GPA

The value of *Cronbach Alpha* simple past is 0.804, it means that the instrument is reliable

### Regression

#### R Table

The table below state that the value of r is 0.473 or 47.3%, it means that the influences of learner roles and lecturer roles toward students' GPA is low because the value below 0, 5 but it is caused the writer analyzed two variables of teaching methodologies only. The value of R square is 0.224 (come from 0.473 x 0.473).

### ANOVA<sup>b</sup>

| Model        | Sum of Squares | Df | Mean Square | F     | Sig.              |
|--------------|----------------|----|-------------|-------|-------------------|
| 1 Regression | 4.188          | 2  | 2.094       | 1.152 | .363 <sup>a</sup> |
| Residual     | 14.539         | 8  | 1.817       |       |                   |
| Total        | 18.727         | 10 |             |       |                   |

a. Predictors: (Constant), Lecturer\_Roles, Learner\_Roles

b. Dependent Variable: GPA

### F Test

The writer concludes that from *anova* table below state, the value of F-test is 1.152 (one point one and fifty two) with the significant value is 0.363 (zero point three hundred and sixty three). Because of probability (0.001) is lower than 0.005, it means that alternative hypothesis is accepted or can be concluded that there is effect of teaching methodologies; learner roles and lecturer roles toward students' GPA.

### T Test

From the coefficients table shown, T-test of learner roles is 0.072 (zero seventy two) and T-test of lecturer roles is -1.386 (minus one point three hundred and eighty six). Based on the t test, it can be said that the learner roles (X1) give positive influences to the students' GPA while the second variable (X2); Lecturer roles have no influences on the students' GPA. In the other words, it can be mentioned that alternative hypothesis for learner roles is accepted and it is not accepted for the lecturer roles.

### Conclusion

Based on the result in the previous chapter, the writer concludes that: 1) Independent variables of the title are learner roles and lecturer roles (teaching

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |                   |          |                   |                            | Square Change     | F Change | df1 | df2 | Sig. F Change |
| 1     | .473 <sup>a</sup> | .224     | .030              | 1.34810                    | .224              | 1.152    | 2   | 8   | .363          |

a. Predictors: (Constant), Lecturer\_Roles, Learner\_Roles

methodologies), and dependent variable is students' GPA., 2) The table below state that the value of r is 0.473 or 47.3%, it means that the influences of learner roles and lecturer roles toward students' GPA is low because the value below 0, 5 but it is caused the writer analyzed



two variables of teaching methodologies only. The value of R square is 0.224 (come from  $0.473 \times 0.473$ )., 3) The writer concludes that from *anova* table below state, the value of F-test is 1.152 (one point one and fifty two) with the significant value is 0. 363 (zero point three hundred and sixty three). Because of probability (0.001) is lower than 0.005, it means that alternative hypothesis is accepted or can be concluded that there is effect of teaching methodologies; learner roles and lecturer roles toward students' GPA, 4) From the coefficients table shown, T-test of learner roles is 0.72 (zero seventy two) and T-test of lecturer roles is -1.386 (minus one point three hundred and eighty six). Based on the t test, it can be said that the learner roles (X1) give positive influences to the students' GPA while the second variable (X2); Lecturer roles have no influences on the students' GPA. In the other words, it can be mentioned that alternative hypothesis for learner roles is accepted and it is not accepted for the lecturer roles.

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